

North Dakota Family and Consumer Science Standards

Approved & Adopted
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North Dakota Department of Career and Technical Education

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INTRODUCTION TO CTE STANDARDS

CTE Mission

The mission of the State Board for Career and Technical Education is to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace.

Program Mission and Vision Statements

To provide a technical foundation in Family and Consumer Science with specific job skills for employment in the industry and/or pursue additional technical education in a related postsecondary program.

Goal

Career and Technical Education (CTE) is a series of educational programs organized to prepare students for careers in their chosen fields, to take leadership roles, and to balance their multiple roles in life. The CTE goal is to create a competitive and knowledgeable work force. CTE programs prepare students with the knowledge and skills to make informed career choices, to integrate and apply academic concepts, to prepare for successful participation in a global society, and to engage in lifelong learning.

The North Dakota standards for each CTE program define expectations for student learning. These expectations guide the development of high-quality and relevant career-focused programs that are consistent across the state.

Process

Writing standards is a multi-phase process. Existing national and/or industry standards are the basis for the North Dakota program standards. In addition, standards from other states are reviewed for essential content. A team of expert secondary and postsecondary teachers, business and industry representatives, and the state program supervisor(s) draft the standards document. Once the document is finalized, the State Board of Career and Technical Education approves and adopts the standards. The standards documents are reviewed and updated on a four-year cycle. Further information on the standards can be found at: <http://www.nd.gov/cte/standards/>

Academic Integration

The Department of Career and Technical Education strongly believes in the importance of academic integration within each program. CTE courses are a vehicle by which students can apply academic knowledge to everyday life. Each standards document includes an academic cross-walk that identifies the standards in English/Language Arts, Mathematics, and Science that relate to CTE standards and can be taught or reinforced in the CTE program.

Using the Standards

Districts will use the standards as guides for developing curriculum that reflects local needs and are also tailored to prepare young people for the opportunities that exist in North Dakota and elsewhere.

Organization of the Standards Document

Standard: provides a broad overview or general description of the content.

Topics: describe in general terms what students should know and be able to do.

Competencies: more specifically define the knowledge, skills, and practices of topics and provide the basis for measuring student learning.

Standard 1: Career, Community and Family Connections – Integrate multiple life roles and responsibilities in family, work, and community settings. <i>(Based on National Standard # 1)</i>		
Topic 1: Analyze strategies to manage multiple life roles and responsibilities.		
Introductory	Core	Advanced
	1.1.1 List and describe trends in the workplace and community that impact individuals and families (e.g., policies, issues, ethics, worker benefits, etc.) 1.1.2 Describe how individual career goals can affect the family 1.1.3 Set personal goals for learning and leisure. 1.1.4 Predict the potential impact of career path decisions on balancing work and family.	1.1.5 Analyze the impact of social, economic, and technological change on work and family dynamics 1.1.6 Develop a life plan for achieving individual, family, and career goals

Family and Consumer Science Competency Categories

The competencies are further categorized into three divisions: Introductory, Core, and Advanced.

Advanced
Learners at this level analyze, synthesize, judge, assess and evaluate knowledge in accord with their own goals, values and beliefs, and/or real situations.
Core
Learners at this level experience acquired knowledge by applying it to familiar situations and to themselves.
Introductory
Learners at this level explore and become more aware of the content within the subject.

Keys to Employability

The eight skills are based on materials gathered from the North Dakota Career Resource Network and the National Career Development Guidelines. These national skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide career and technical educators with the expectations of employers across the United States.

Basic Skills

- Reading-locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- Writing-communicates thoughts ideas, information, and messages in writing; creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- Arithmetic/Mathematic – Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- Listening – Receives, attends to, interprets, responds to verbal messages and other cues.
- Speaking – Organizes ideas and communicates orally.

Personal Qualities

- Responsibility – Exerts a high level of effort and preserves towards goal attainment.
- Self-Esteem – Believes in own self worth and maintains a positive view of self.
- Sociability – Demonstrates understanding, friendliness, adaptability, empathy and politeness in group setting.
- Self Management – Assess self accurately, sets personal goals, monitors progress, and exhibits self-control.
- Integrity/Honesty – Chooses ethical courses of action.

Keys to Employability (Continued)

Technology

- Selects Technology – Chooses procedures, tools or equipment including computers and related technologies.
- Applies Technology – Understands overall intent and proper procedures for setup and operation of equipment.
- Maintains and Troubleshoots Equipment – Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Systems

- Understands Systems - Knows how social, organizational, and technological systems work and operates effectively with them.
- Monitors and Corrects Performance - Distinguishes trends, predicts impacts on system operations, diagnoses deviations ,corrects malfunctions.
- Improves or Designs Systems - Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Thinking Skills

- Creative thinking-generates new ideas.
- Decision making-specifies goals.
- Problem Solving – Recognizes problems and devises and implements plan of action.
- Seeing Things in the Mind’s Eye – Organizes, processes symbols, pictures, graphs, objects and other information.
- Knowing How to Learn – Uses efficient learning techniques to acquire and apply new knowledge and skills.
- Reasoning – Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Resources

- Time – Selects goal-relevant activities, ranks and allocates time, and prepares and follows schedules.
- Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- Material and Facilities – Acquires, stores, allocates, and uses materials or space efficiently.
- Human Resources – Assesses skills an distributes work accordingly, evaluates performance and provides feedback.

Information

- Acquires and Evaluates Information.
- Organizes and Maintains Information.
- Interprets and Communicates Information.
- Uses Computers to Process Information.

Interpersonal

- Participates as a Member of a Team - Contributes to group effort.
- Teaches Others New Skills
- Serves Client/Customers - Works to satisfy customers’ expectations.
- Exercises Leadership - Communicates ideas to justify position, persuades and convinces, responsibly challenges existing procedures and policies.
- Negotiates - Works toward agreements involving exchange of resources; resolves divergent interests.
- Works with Diversity - Works well with men and women from diverse backgrounds.

Standard 1: CAREER, COMMUNITY, AND FAMILY CONNECTIONS -integrate multiple life roles and responsibilities in family, work, and community settings.		
Topic 1.1: Analyze strategies to manage multiple life roles and responsibilities.		
Introductory Competency	Core Competency	Advanced Competency
	1.1.1 List and describe trends in the workplace and community that impact individuals and families (e.g., policies, issues, ethics, worker benefits, etc.) 1.1.2 Describe how individual career goals can affect the family 1.1.3 Set personal goals for learning and leisure 1.1.4 Predict the potential impact of career path decisions on balancing work and family	1.1.5 Analyze the impact of social, economic, and technological change on work and family dynamics 1.1.6 Develop a life plan for achieving individual, family, and career goals
Topic 1.2: Identify transferable and employability skills.		
Introductory Competency	Core Competency	Advanced Competency
1.2.1 Apply communication skills (e.g., reading, writing, speaking, etc.)	1.2.2 Explore a variety of careers with emphasis on those requiring Family and Consumer Sciences skills (e.g., Textiles and Clothing, Food Production, Hospitality and Tourism, Interior Design, Food Science, etc.) 1.2.3 List job seeking and job keeping skills 1.2.4 Demonstrate teamwork and leadership skills 1.2.5 Examine work ethics and professionalism (e.g., dress, emails at work, gossip, theft, etc.)	1.2.6 Develop strategies to manage the impact of changing technologies in workplace settings 1.2.7 Examine factors that contribute to maintaining safe and healthy work and community environments

Standard 1: CAREER, COMMUNITY, AND FAMILY CONNECTIONS -integrate multiple life roles and responsibilities in family, work, and community settings.		
Topic 1.3: Analyze the impact of individual and family participation in community activities.		
Introductory Competency	Core Competency	Advanced Competency
1.3.1 List opportunities for community involvement.	1.3.3 Develop a plan for involvement in community activities.	1.3.5 Examine community resources and systems of formal and informal support available to individuals and families.
1.3.2 Identify benefits of community service.	1.3.4 Identify skills that provide beneficial services to the community.	1.3.6 Examine the impact of public policies, agencies, and institutions on the family.

Standard 2: Consumer and Family Resources – Evaluate management practices related to the human, economic, and environmental resources. (Based on National Standard #2)		
Topic 2.1: Demonstrate management of individual and family resources.		
Introductory Competency	Core Competency	Advanced Competency
	2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities. 2.1.2 Apply decision making skills regarding: <ul style="list-style-type: none"> • Food—Safety and Nutrition • Clothing—Purchasing, Creating and Maintaining • Housing—Furnishings • Services—Health Care, Child Day Care • Leisure Activities • Transportation • Technology • Media 	
Standard 2: Consumer and Family Resources – Evaluate management practices related to the human, economic, and environmental resources. (Based on National Standard #2)		
Topic 2.2: Analyze the relationship of the environment to family and consumer resources.		
Introductory Competency	Core Competency	Advanced Competency
	2.2.1 Determine individual and family responsibility in relation to environmental trends and issues. 2.2.2 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.	2.2.3 Examine environmental issues affecting families and future generations. 2.2.4 Investigate government regulations for conserving natural resources.

Standard 2: Consumer and Family Resources – Evaluate management practices related to the human, economic, and environmental resources. (Based on National Standard #2)		
Topic 2.3: Identify consumer rights and responsibilities.		
Introductory Competency	Core Competency	Advanced Competency
2.3.1 Define consumer rights and responsibilities.	2.3.2 Examine state and federal policies and laws providing consumer protection (e.g., attorney general’s office, tenants’ rights, return policies, internet purchases, public health issues, etc.) 2.3.3 Demonstrate skills used in seeking information related to consumer rights.	2.3.4 Investigate how policies become laws related to consumer rights.
Topic 2.4: Describe interrelationships between consumer actions and the economic system.		
Introductory Competency	Core Competency	Advanced Competency
	2.4.1 Explain individual and family roles and actions in the economic system (e.g., dual career families, spending vs. saving, credit, etc.)	2.4.2 Examine economic impacts of laws and regulations that pertain to consumers and providers of services

Standard 2: Consumer and Family Resources – Evaluate management practices related to the human, economic, and environmental resources. (Based on National Standard #2)

Topic 2.5: Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Introductory Competency	Core Competency	Advanced Competency
	<p>2.5.1 Develop a personal/ family financial plan (i.e., budget)</p> <p>2.5.2 Apply management principles to individual and family financial practices (e.g., coupons, sales flyers, impulse spending, etc.)</p> <p>2.5.3 Identify personal and legal documents related to managing individual and family finances (e.g., sales receipts, checking accounts, social security card, student I.D., birth certificate, wills, living wills, taxes, etc.)</p>	

Standard 3: Family – Evaluate the significance of family and its impact on the well-being of individuals and society. (Based on National Standard # 6)		
Topic 3.1: Analyze the impact of family as a system on individuals and society.		
Introductory Competency	Core Competency	Advanced Competency
3.1.1 Define family as the basic unit of society.	3.1.2 Describe the role of family in transmitting societal expectations, culture, and traditions 3.1.3 Identify global influences on today’s families (e.g., war, out-sourcing, immigration, famine, etc.) 3.1.4 Discuss the role of family in developing independence, interdependence, and commitment of family members	3.1.5 Investigate the impact of change and transitions over the life span (e.g., interview people at various stages of life to gain insights, etc.)
Topic 3.2: Analyze the influence of diversity on individuals, families, and society.		
Introductory Competency	Core Competency	Advanced Competency
3.2.1 Describe diversity and its impact on individuals and families (e.g., culture, ethnicity, gender, roles, age, economics, disabilities, etc.)	3.2.2 Identify examples of respect for diversity (e.g., gender, equity, age, culture, ethnicity, etc.) 3.2.3 Examine ways that attitudes towards diversity affects behavior (e.g., prejudice, acceptance, empathy, etc.)	3.2.4 Examine the impact of global community on the need to acknowledge diversity.

Standard 4: FOOD—Demonstrate knowledge and basic skills needed for food preparation and dietary choices. Integrate knowledge, skills, and practices required for individual and family food choices and preparation. (Based on National Standard # 8)		
Topic 4.1: Demonstrate food safety and sanitation procedures.		
Introductory Competency	Core Competency	Advanced Competency
4.1.1 Describe safety and sanitation procedures	4.1.2 List pathogens found in food and their role in causing illness	
4.1.2 Describe food handling and preparation techniques (e.g., cross contamination)	4.1.3 Demonstrate proper receiving, storage, food handling, and preparation techniques	
Topic 4.2: Demonstrate selection, use, and care of food preparation equipment.		
Introductory Competency	Core Competency	Advanced Competency
	4.2.1 Demonstrate use of utensils and equipment	4.2.4 Investigate advances in technology and trends in equipment.
	4.2.2 Demonstrate procedures for caring for and storing utensils and equipment	
	4.2.3 Organize equipment and work space for efficiency and safety.	
Topic 4.3: Investigate principles of nutrition regarding food choices.		
Introductory Competency	Core Competency	Advanced Competency
	4.3.1 Describe menu-planning principles (e.g. nutritional requirements, special dietary needs, Food Pyramid, time management, cost, etc.)	4.3.3 Apply menu-planning principles (e.g. nutritional requirements, special dietary needs, Food Pyramid, time management, cost, etc.) to develop and modify menus
	4.3.2 Describe food and nutrition information sources (e.g. labels, RDAs, Food Pyramid, food guidelines, etc.)	4.3.4 Apply food and nutrition information (e.g. - labels, RDAs, Food Pyramid, food guidelines, etc.) to food choices

Standard 4: FOOD —Demonstrate knowledge and basic skills needed for food preparation and dietary choices. Integrate knowledge, skills, and practices required for individual and family food choices and preparation. <i>(Based on National Standard # 8)</i>		
Topic 4.4: Examine historical, cultural, and social diversity regarding food.		
Introductory Competency	Core Competency	Advanced Competency
	4.4.1 Explore customs and social trends (e.g. etiquette, fad diets, etc.) 4.4.2 Recognize historical, cultural, and social influences regarding food.	4.4.3 Analyze factors contributing to historical, cultural, and social dietary choices.
Topic 4.5: Demonstrate skills for preparing food.		
Introductory Competency	Core Competency	Advanced Competency
4.5.1 Identify correct weight and measurement techniques. 4.5.2 Define appropriate cooking terminology when reading and following a recipe.	4.5.3 Identify a variety of cooking methods (e.g. roasting, baking, broiling, steaming, etc.) 4.5.4 Demonstrate correct weight and measurement techniques. (e.g. altering recipes, ingredient substitution, equivalents, etc.) 4.5.5 Apply the fundamentals of time management, planning, and advance-preparation in the preparation of food. 4.5.6 Apply appropriate cooking terminology when reading and following a recipe. 4.5.7 Demonstrate preparation techniques for various food categories	4.5.8 Investigate preparation techniques for various foods (e.g. regional, ethnic, global, etc.)

Standard 5: Housing, Interiors, and Furnishings: Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding housing, interiors, and furnishings. <i>(Based on National Standard # 11)</i>		
Topic 5.1: Examine individual and family needs, goals, and resources for housing, interiors, and furnishings.		
Introductory Competency	Core Competency	Advanced Competency
	5.1.1 Assess human needs, safety, space, and technology as they relate to housing and interior design goals (e.g., universal design, home, office, etc.) 5.1.2 Assess individual, family, and financial resources needed to achieve housing and interior goals.	5.1.3 Critique design plans to meet individual and family needs, goals, and resources (e.g., basic construction terminology, quality construction standards, etc.) 5.1.4 Explore resources for housing assistance (e.g., homeless, low income housing, Habitat for Humanity, fuel assistance, etc.)
Topic 5.2: Evaluate design decisions in relation to available resources and options.		
Introductory Competency	Core Competency	Advanced Competency
	5.2.1 Identify the elements and principles of design 5.2.2 Determine the effects that the elements and principles of design have on aesthetics and function	5.2.3 Determine the psychological impact that the elements and principles of design have on the individual 5.2.4 Illustrate application of design elements and principles (e.g., formal or informal in presentations) 5.2.5 Explore current trends (e.g., feng shui, etc.)

Standard 5: Housing, Interiors, and Furnishings: Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding housing, interiors, and furnishings. <i>(Based on National Standard # 11)</i>		
Topic 5.3: Analyze influences on architectural and furniture design.		
Introductory Competency	Core Competency	Advanced Competency
	5.3.1 Recognize historical architectural design and current housing and interior design trends.	5.3.2 Explore features of furnishings that are characteristic of various historical periods 5.3.3 Examine the development of architectural styles throughout history 5.3.4 Consider future trends in architectural and furniture design.
Topic 5.4: Examine floor plans and furniture arrangement.		
Introductory Competency	Core Competency	Advanced Competency
	5.4.1 Examine floor plans for efficiency and safety (e.g., zones, traffic patterns, storage, etc.) 5.4.2 Arrange furniture with reference to principles of design, traffic flow, activity, and existing architectural features.	5.4.3 Interpret information provided on blueprints.
Topic 5.5: Evaluate the use of housing and interior furnishings and products in meeting individual and family needs.		
Introductory Competency	Core Competency	Advanced Competency
	5.5.1 Examine product information (e.g., floor coverings, wall coverings, textiles, window treatments, etc.) 5.5.2 Demonstrate measuring, estimating, and pricing skills.	5.5.3 Investigate manufacturers, products and materials (e.g., considering care, maintenance, safety, and environmental issues)

Standard 5: Housing, Interiors, and Furnishings: Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding housing, interiors, and furnishings. <i>(Based on National Standard # 11)</i>		
Topic 5.6: Demonstrate how to plan, organize, and maintain an efficient home environment.		
Introductory Competency	Core Competency	Advanced Competency
	5.6.1 Identify procedures for a clean and safe environment.	5.6.2 Examine the various types of cleaning methods and their environmental effects.

Standard 6: Human Development – Analyze factors that impact human growth and development. (Based on National Standard #12)		
Topic 6.1: Describe principles of human growth and development across the life span.		
Introductory Competency	Core Competency	Advanced Competency
6.1.1 List the four areas of human development (i.e., physical, emotional, social and intellectual)	6.1.3 Describe physical, emotional, social, and intellectual development at various ages or stages	6.1.5 Compare and contrast human development theories (e.g., those of Maslow, Piaget, etc.)
6.1.2 Define interrelationships among physical, emotional, social, and intellectual aspects of personal growth and development	6.1.4 Discuss interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.	
Topic 6.2: Describe conditions that influence human growth and development.		
Introductory Competency	Core Competency	Advanced Competency
6.2.1 List hereditary and environmental factors that impact human growth and development	6.2.3 Investigate the impact of heredity and environment on human growth and development	6.2.6 Interpret and reflect on the effects of life events on individuals’ physical and emotional development (e.g., self-study project, journal, etc.) 6.2.7 Predict consequences of managing or not managing personal and social influences on human development (e.g., FAS, seeking assistance for problems, etc.)
6.2.2 Give examples of social, economic, and technological factors that impact individual growth and development	6.2.4 Examine the effects of gender, ethnicity, and culture on individual development	
	6.2.5 Summarize effects of life events on individuals’ growth and development (e.g., abuse, neglect, divorce, remarriage, birth order, childbearing, adoption, marriage, etc.)	

Standard 6: Human Development – Analyze factors that impact human growth and development. (Based on National Standard #12)		
Topic 6.3: Identify strategies that promote growth and development across the life span.		
Introductory Competency	Core Competency	Advanced Competency
6.3.1 Examine the influences of communication in relation to human growth and development	6.3.2 Practice communication skills which foster human growth and development 6.3.3 Describe the impact of nurturing skills on human growth and development 6.3.4 List and describe choices that support development across the life span (e.g., choices on drinking, smoking, nutrition, etc.)	6.3.5 Analyze the role of support systems in meeting human growth and development needs (e.g., friends, family, religion, government services, clubs, etc.) 6.3.6 Identify community resources and services that contribute to long-term well-being and development (e.g., locate resources in local community, such as food pantry, big brother/big sister, etc.)

Standard 7: Interpersonal Relationships – Demonstrate respect and caring relationships in the family, workplace, and community. (Based on National Standard # 13)		
Topic 7.1: Describe functions and expectations of various types of relationships.		
Introductory Competency	Core Competency	Advanced Competency
7.1.1 List factors that contribute to healthy and unhealthy relationships.	7.1.2 Describe how to build and maintain interpersonal relationships (e.g., parent-child, siblings, peer, friendship, dating, marriage, teacher-student, employer-employee, etc.) 7.1.3 Identify strategies for handling unhealthy relationships.	7.1.4 Examine the impact of various stages of the family life cycle on interpersonal relationships. 7.1.5 Compare and contrast physical, emotional, social, and intellectual responses in healthy and unhealthy relationships.
Topic 7.2: Identify personal needs and characteristics and their impact on interpersonal relationships.		
Introductory Competency	Core Competency	Advanced Competency
7.2.1 Give examples of the impact of personal characteristics on relationships.	7.2.2 Describe the effects of personal needs, self-esteem, and self-image on relationships.	7.2.3 Predict the impact of life events and conditions on relationships 7.2.4 Assess the impact of personal standards and codes of conduct on interpersonal relationship (e.g., role plays, case study, discussion, classroom debate, etc.)

Standard 7: Interpersonal Relationships – Demonstrate respect and caring relationships in the family, workplace, and community. (Based on National Standard # 13)		
Topic 7.3: Demonstrate communication skills that contribute to positive relationships.		
Introductory Competency	Core Competency	Advanced Competency
7.3.1 Explain communication styles and their effects on relationships (e.g., assertive, aggressive, passive, etc.) 7.3.2 Describe the roles and functions of communication in family, work, and community settings	7.3.3 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication 7.3.4 Identify barriers to communication in family, work, and community settings 7.3.5 Demonstrate effective listening and feedback techniques 7.3.6 Define ethical principles of communication in family, community, and work settings 7.3.7 Describe the impact of communication technology in family, work, and community settings (e.g. cell phone,email, etc.)	
Topic 7.4: Evaluate conflict prevention and management techniques.		
Introductory Competency	Core Competency	Advanced Competency
7.4.1 Define and list positive and negative examples and results of conflict (e.g., positive – personal growth, better understanding; negative – divorce, war, etc.)	7.4.2 Explain how similarities and differences among people affect conflict prevention and management. 7.4.3 Interpret the role of decision making and problem solving in reducing and managing conflict. 7.4.4 Describe nonviolent strategies that address conflict.	7.4.5 Choose effective responses to harassment 7.4.6 Identify community resources that support conflict prevention and management

Standard 7: Interpersonal Relationships – Demonstrate respect and caring relationships in the family, workplace, and community. (Based on National Standard # 13)		
Topic 7.5: Demonstrate teamwork and leadership skills.		
Introductory Competency	Core Competency	Advanced Competency
7.5.1 Identify factors that create an environment of encouragement and respect of all group members.	7.5.2 Develop skills to motivate, strengthen and encourage the potential of each group member 7.5.3 Identify ways to develop team and community spirit 7.5.4 Demonstrate ways to organize and delegate responsibilities (e.g., lab planning, committee assignments, etc.)	7.5.5 Demonstrate processes for cooperating, compromising, and collaborating
Topic 7.6: Demonstrate behaviors that support healthy interpersonal relationships.		
Introductory Competency	Core Competency	Advanced Competency
7.6.1 Examine criteria for making decisions about interpersonal relationships.	7.6.2 Apply criteria for assessing issues and situations, and for taking action 7.6.3 Identify ethical behavior in family, community, and workplace settings (e.g., classroom debate, role play, case study, discussion, etc.)	7.6.4 Analyze the relative merits of opposing points of view regarding current ethical situations

Standard 8: Nutrition and Wellness – Demonstrate nutrition and wellness practices that enhance individual and family well-being. (Based on National Standard # 6)		
Topic 8.1: Describe factors that influence nutrition practices across the life span.		
Introductory Competency	Core Competency	Advanced Competency
8.1.1 Define components of individual and family wellness (i.e., physical, emotional, social, and intellectual)	8.1.2 Describe components of individual and family wellness (i.e., physical, emotional, social, and intellectual) 8.1.3 Describe the impact of psychological, cultural, and social influences on food choice and other nutrition practices 8.1.4 Identify the governmental, economic, and technological influences on food choices and practices (e.g., Food Guide Pyramid, Nutrition Guidelines, Nutrition Labeling, etc.)	8.1.5 Investigate the impact of global and local events and conditions on food choices and practices 8.1.6 Examine legislation and regulations related to nutrition and wellness issues 8.1.7 Discuss the governmental, economic, and technological influences on food choices and practices (e.g., food budget and inflation)
Topic 8.2: Explain the nutritional needs of individuals and families in relation to health and wellness across the life span.		
Introductory Competency	Core Competency	Advanced Competency
8.2.1 Describe the effect of nutrition on health, appearance, and peak performance.	8.2.2 Explain the relationship of nutrition and wellness to individual and family health throughout the life span 8.2.3 Describe the impact of food and diet fads, food addictions, and eating disorders on wellness 8.2.4 Analyze sources of food and nutrition information (e.g., food labels related to health and wellness, etc.)	8.2.5 Analyze sources of food and nutrition information (e.g., websites, publications relating to health and wellness)

Standard 8: Nutrition and Wellness – Demonstrate nutrition and wellness practices that enhance individual and family well-being. (Based on National Standard # 6)		
Topic 8.3: Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.		
Introductory Competency	Core Competency	Advanced Competency
8.3.1 Describe purposes of guidelines in planning to meet nutrition and wellness needs (e.g. food pyramid, dietary guidelines, RDAs, etc)	8.3.2 Apply guidelines in planning to meet nutrition and wellness needs (e.g. food pyramid, dietary guidelines, RDAs, etc) 8.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods	8.3.4 Describe health and nutrition needs of individuals and families with special requirements (e.g., diseases, elderly, pregnant, athletes, etc.)
Topic 8.4: Evaluate factors that affect food safety, from production to consumption.		
Introductory Competency	Core Competency	Advanced Competency
8.4.1 Define and apply conditions and practices that promote safe food handling (e.g., food borne illnesses, etc.)	8.4.2 Demonstrate practices that promote safe food handling 8.4.3 Describe safety and sanitation practices throughout the food production cycle	8.4.4 Determine how changes in national and international food production and distribution systems impact the food supply 8.4.5 Identify federal, state, and local inspection and labeling systems that protect the health of individuals and the public 8.4.6 Investigate public dialogue about food safety and sanitation

Standard 8: Nutrition and Wellness – Demonstrate nutrition and wellness practices that enhance individual and family well-being. (Based on National Standard # 6)		
Topic 8.5: Evaluate the impact of science and technology on food composition, safety, and other issues.		
Introductory Competency	Core Competency	Advanced Competency
	<p>8.5.1 Explain how the scientific and technical advances in food processing, storage, product development, and distribution impact nutrition and wellness.</p> <p>8.5.2 Explain the impact of technological advances on selection, preparation, and home storage of food.</p>	<p>8.5.3 Investigate how scientific and technical advances impact the nutrient content, availability, and safety of foods</p> <p>8.5.4 Investigate the effects of food science and technology on meeting nutritional needs (e.g., genetically modified foods, food processing, etc.)</p>
Topic 8.6: Apply wellness practices that enhance individual and family wellness.		
Introductory Competency	Core Competency	Advanced Competency
8.6.1 Define factors of individual and family wellness (i.e., physical, emotional, social, and intellectual)	<p>8.6.2 Describe factors of individual and family wellness (i.e., physical, emotional, social, and intellectual)</p> <p>8.6.3 Apply concepts needed to enhance and promote personal wellness (e.g., leisure activities, stress management, coping skills, etc.)</p> <p>8.6.4 Apply decision making skills to choices that affect personal wellness</p>	

Standard 9: Parenting – Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families. <i>(Based on National Standard # 15)</i>		
Topic 9.1: Identify roles and responsibilities of parenting.		
Introductory Competency	Core Competency	Advanced Competency
9.1.1 Identify parenting roles across the life span	9.1.2 Define expectations and responsibilities of parenting. 9.1.3 Describe the impact of parenting practices on the individual, family, and society. 9.1.4 Describe societal conditions that impact parenting across the life span (e.g., dual income families, war, famine, single parent families, family isolation, etc.)	9.1.5 Compare and contrast cultural differences in roles and responsibilities of parenting.
Topic 9.2: Identify roles and responsibilities of parenting.		
Introductory Competency	Core Competency	Advanced Competency
9.2.1 Identify nurturing practices that support human growth and development (e.g., showing affection, support, praise, etc.) 9.2.2 List signs of child abuse and neglect	9.2.3 Explain nurturing practices that support human growth and development 9.2.4 Describe the impact of abuse and neglect on children and families 9.2.5 Investigate methods for preventing abuse and neglect 9.2.6 Select communication strategies that promote positive self-esteem in family members 9.2.7 Define and explain discipline, punishment, and guidance 9.2.8 Determine criteria for selecting care and services for children	9.2.9 Investigate the societal impacts of positive and negative parenting practices 9.2.10 Evaluate strengths and weakness of child care programs 9.2.11 Investigate emerging research on human growth and development

Standard 9: Parenting – Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families. <i>(Based on National Standard # 15)</i>		
Topic 9.3: Identify external support systems that provide services for parents.		
Introductory Competency	Core Competency	Advanced Competency
	9.3.1 List community resources and services available to families	9.3.2 Review current laws and policies related to parenting 9.3.3 Research community resources that provide opportunities related to parenting
Topic 9.4: Analyze physical and emotional factors related to beginning the parenting process.		
Introductory Competency	Core Competency	Advanced Competency
9.4.1 List the factors of prenatal development and birth in relation to the health of the parents and child	9.4.2 Discuss factors of prenatal development and birth in relation to the health of the parents and child (e.g. communicable disease, substance abuse, weight management, etc.) 9.4.3 Describe physical processes related to prenatal development, birth, and health of child and mother 9.4.4 List alternatives to biological parenthood	9.4.5 Examine implications of alternatives to biological parenthood 9.4.6 Determine legal and ethical impacts of technology (e.g., in vitro, stem cell research, choosing characteristics, etc.)

Standard 10: Textiles and Apparel - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. <i>(Based on National Standard # 16)</i>		
Topic 10.1: Evaluate fiber and textile materials.		
Introductory Competency	Core Competency	Advanced Competency
	10.1.1 Identify and compare manufactured and natural fibers. 10.1.2 Determine performance characteristics of fibers and textiles. 10.1.3 Assess effects of textile characteristics (e.g., on design, construction, care, use and maintenance, health issues/allergens of products.) 10.1.4 Select appropriate procedures for care of textiles products.	10.1.5 Review textiles legislation, standards, and labeling in the global economy.
Topic 10.2: Demonstrate skills needed to produce, alter, or repair textiles products and apparel.		
Introductory Competency	Core Competency	Advanced Competency
10.2.1 Identify equipment, tools, and supplies and their purpose in apparel and textile construction.	10.2.2 Utilize appropriate equipment for apparel and textile construction. 10.2.3 Explain construction terminology. 10.2.4 Demonstrate basic skills for producing and altering textiles products and apparel (e.g. measuring, pressing, machine operation, etc.)	10.2.5 Explore current technology and trends that facilitate design and production of textiles products and apparel.

Standard 10: Textiles and Apparel - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. <i>(Based on National Standard # 16)</i>		
Topic 10.3: Demonstrate apparel and textiles design skills.		
Introductory Competency	Core Competency	Advanced Competency
	10.3.1 Recognize elements and principles of design (e.g. balance, color, texture, etc.)	10.3.2 Apply elements and principles of design (e.g. balance, color, texture, etc.)
Topic 10.4: Evaluate consumer skills necessary for textiles and apparel purchasing.		
Introductory Competency	Core Competency	Advanced Competency
10.4.1 Identify factors that influence textiles and apparel purchasing (e.g. name brands, age, special needs, occupational needs, budget, etc.)	10.4.2 Recognize the consumer skills needed for the effective use of resources. (e.g. repair, alterations, mass produced vs. self-constructed, etc.)	10.4.3 Assess ethical considerations for purchasing apparel and textiles products (e.g. USA made vs. third-world, natural fur vs. fake-fur, etc.)
Topic 10.5: Examine historical, cultural, and social influences on textiles and apparel.		
Introductory Competency	Core Competency	Advanced Competency
	10.5.1 Explore customs and social norms. 10.5.2 Recognize historical, cultural, and social influences on current textiles and apparel trends	

Standard 11: Early Childhood, Education, and Services – Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. <i>(Based on National Standard # 4)</i>		
Topic 11.1: Analyze career paths within early childhood, education, and services.		
Introductory Competency	Core Competency	Advanced Competency
	<p>11.1.1 Determine the roles and functions of individuals engaged in early childhood, education, and services.</p> <p>11.1.2 Explore opportunities for employment and entrepreneurial endeavors.</p> <p>11.1.3 Examine education and training requirements and opportunities for career paths in early childhood, education, and services.</p> <p>11.1.4 Examine the impact of early childhood, education, and services occupations on local, state, national, and global economies.</p>	

Standard 11: Early Childhood, Education, and Services – Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. <i>(Based on National Standard # 4)</i>		
Topic 11.2: Analyze developmentally appropriate practices to plan for early childhood, education, and services.		
Introductory Competency	Core Competency	Advanced Competency
	<p>11.2.1 Examine child development theories and their implications for educational and childcare practices.</p> <p>11.2.2 Determine a variety of assessment methods to observe and interpret children’s growth and development.</p> <p>11.2.3 Consider cultural and environmental influences when assessing children’s development.</p> <p>11.2.4 Determine special needs of children.</p> <p>11.2.5 Put into effect strategies that promote children’s growth and development.</p>	

Standard 11: Early Childhood, Education, and Services – Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. <i>(Based on National Standard # 4)</i>		
Topic 11.3: Demonstrate integration of curriculum and instruction to meet children’s developmental needs and interests.		
Introductory Competency	Core Competency	Advanced Competency
	<p>11.3.1 Examine a variety of curriculum and instructional models.</p> <p>11.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.</p> <p>11.3.3 Implement an integrated curriculum that incorporates a child’s language, learning styles, home experiences, and cultural values.</p> <p>11.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.</p> <p>11.3.5 Arrange learning centers that provide for children’s exploration, discovery, and development.</p> <p>11.3.6 Establish activities, routines, and transitions.</p>	

Standard 11: Early Childhood, Education, and Services – Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. <i>(Based on National Standard # 4)</i>		
Topic 11.4: Demonstrate a safe and healthy learning environment for children.		
Introductory Competency	Core Competency	Advanced Competency
	<p>11.4.1 Manage physical space to maintain a safe and healthy environment.</p> <p>11.4.2 Apply safe and healthy practices that comply with state regulations.</p> <p>11.4.3 Implement strategies to teach children health, safety, and sanitation habits.</p> <p>11.4.4 Provide safe and healthy meals and snacks.</p> <p>11.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.</p> <p>11.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.</p> <p>11.4.7 Demonstrate security and emergency procedures.</p>	

Standard 11: Early Childhood, Education, and Services – Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. <i>(Based on National Standard # 4)</i>		
Topic 11.5: Demonstrate techniques for positive collaborative relationships with children.		
Introductory Competency	Core Competency	Advanced Competency
	<p>11.5.1 Establish developmentally appropriate guidelines for behavior.</p> <p>11.5.2 Demonstrate problem-solving skills with children.</p> <p>11.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.</p> <p>11.5.4 Implement strategies for constructive and supportive interactions between children and families.</p> <p>11.5.5 Present information to parents regarding developmental issues and concerns related to child abuse or neglect to the designated authorities.</p>	

Standard 11: Early Childhood, Education, and Services – Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. <i>(Based on National Standard # 4)</i>		
Topic 11.6: Demonstrate professional practices and standards related to working with children.		
Introductory Competency	Core Competency	Advanced Competency
	<p>11.6.1 Utilize opportunities for continuing training and education.</p> <p>11.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.</p> <p>11.6.3 Implement federal, state, and local standards, policies, regulations, and laws which impact children, families, and programs.</p> <p>11.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.</p> <p>11.6.5 Apply business management skills to planning businesses in early childhood, education, and services.</p>	

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. <i>(Based on National Standard # 8)</i>		
Topic 12.1: Analyze career paths within early childhood, education, and services.		
Introductory Competency	Core Competency	Advanced Competency
	<p>12.1.1 Determine the roles and functions of individuals engaged in food production and services careers.</p> <p>12.1.2 Explore opportunities for employment and entrepreneurial endeavors.</p> <p>12.1.3 Examine education and training requirements and opportunities for career paths in food production and services.</p> <p>12.1.4 Examine the impact of food production and services occupations on local, state, national, and global economies.</p>	

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. *(Based on National Standard # 8)*

Topic 12.2: Demonstrate food safety and sanitation procedures. .

Introductory Competency	Core Competency	Advanced Competency
	<p>12.2.1 Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.</p> <p>12.2.2 Demonstrate waste disposal and recycling methods.</p> <p>12.2.3 Demonstrate ability to maintain necessary records to document time and temperature control, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.</p>	

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. *(Based on National Standard # 8)*

Topic 12.3: Demonstrate selecting, using, and maintaining food production equipment.

Introductory Competency	Core Competency	Advanced Competency
	<p>12.3.1 Operate tools and equipment following safety procedures and OSHA requirements.</p> <p>12.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.</p> <p>12.3.3 Demonstrate procedures for cleaning and sanitizing equipment.</p> <p>12.3.4 Examine efficiency of equipment purchases based on long-term business needs, specific regulations, and codes related to foods.</p> <p>12.3.5 Demonstrate procedures for storage of equipment and tools</p>	

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. *(Based on National Standard # 8)*

Topic 12.4: Demonstrate planning menu items based on standardized recipes to meet customer needs.

Introductory Competency	Core Competency	Advanced Competency
	<p>12.4.1 Use computer based menu systems.</p> <p>12.4.2 Apply menu-planning principles to develop and modify menus.</p> <p>12.4.3 Examine food and equipment needed for menus.</p> <p>12.4.4 Do menu layout and design.</p> <p>12.4.5 Prepare requisitions for production requirements.</p> <p>12.4.6 Record performance of menu items.</p>	

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. *(Based on National Standard # 8)*

Topic 12.5: Demonstrate commercial preparation for all menu categories to produce a variety of food products.

Introductory Competency	Core Competency	Advanced Competency
	<p>12.5.1 Demonstrate skills in knife, tool, and equipment handling.</p> <p>12.5.2 Demonstrate a variety of cooking methods including roasting and baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, working, convection, microwaving, and other emerging technologies.</p> <p>12.5.3 Utilize weights and measures to demonstrate proper scaling and measurement techniques.</p> <p>12.5.4 Apply the fundamentals of time and temperature to cooking, cooling, and reheating of a variety of foods.</p> <p>12.5.5 Prepare various meats, seafood, and poultry.</p> <p>12.5.6 Prepare various stocks, soups, and sauces.</p>	

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. *(Based on National Standard # 8)*

Topic 12.5: Demonstrate commercial preparation for all menu categories to produce a variety of food products.

Introductory Competency	Core Competency	Advanced Competency
	<p>12.5.7 Prepare various fruits, vegetables, starches, and farinaceous items.</p> <p>12.5.8 Prepare various salads, dressings, marinades, and spices.</p> <p>12.5.9 Prepare sandwiches, canapés, and appetizers.</p> <p>12.5.10 Prepare baked goods and desserts.</p> <p>12.5.11 Prepare breakfast meats, eggs, cereals, and batter products.</p> <p>12.5.12 Demonstrate food presentation techniques</p> <p>12.5.13 Examine the applicability of convenience food items.</p>	

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. <i>(Based on National Standard # 8)</i>		
Topic 12.6: Demonstrate implementation of food service management functions.		
Introductory Competency	Core Competency	Advanced Competency
	<p>12.6.1 Apply principles of purchasing and receiving in food service operations.</p> <p>12.6.2 Practice inventory procedures including first-in first-out concept, date markings, and specific record keeping.</p> <p>12.6.3 Apply accounting principles in planning and forecasting profit and loss.</p> <p>12.6.4 Examine the areas of legal liability within the food service industry.</p> <p>12.6.5 Verify human resource policies including rules, regulations, laws, and hiring/compensation/overtime.</p> <p>12.6.6 Apply the procedures involved in staff planning, recruiting, interviewing, selecting, and scheduling of employees.</p> <p>12.6.7 Conduct staff orientation, regular training and education, and on-the-job training/retraining.</p> <p>12.6.8 Implement marketing plan for food service operations.</p>	

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. <i>(Based on National Standard # 8)</i>		
Topic 12.6: Demonstrate implementation of food service management functions.		
Introductory Competency	Core Competency	Advanced Competency
	12.6.9 Design internal/external disaster plan.	

Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. *(Based on National Standard # 8)*

Topic 12.7: Demonstrate the concept of internal and external customer service.

Introductory Competency	Core Competency	Advanced Competency
	<p>12.7.1 Examine the role of service as a strategic component of performance.</p> <p>12.7.2 Demonstrate quality services which exceed the expectations of customers.</p> <p>12.7.3 Examine the relationship between employees and customer satisfaction.</p> <p>12.7.4 Apply strategies for resolving complaints.</p> <p>12.7.5 Demonstrate sensitivity to diversity and individuals with special needs.</p>	